

## Procedure - Response to Intervention

### Model District General Education Response to Intervention Procedures

When using a process based on a student's response to scientific, research-based intervention that may be used for the identification of students with a specific learning disability, the district will implement the response to intervention (RTI) procedures listed below in all or some of its schools, and at all or some grade levels. The district will continue to increase its RTI efforts to reach district-wide implementation by the 20XX-20XX school year.

*(Briefly describe plan to implement RTI on a district-wide basis.)*

The district provides information about its RTI policy and procedures via \_\_\_\_\_ *(insert methods (i.e., district website, school website, student handbooks, quarterly newsletters, etc.))*, which includes a description of parents' rights under a RTI process consistent with [WAC 392-172A-03055\(4\)\(b\)](#) and [WAC 392-172A-03080\(1\)\(g\)\(ii\)\(A\)-\(C\)](#) at <http://www.k12.wa.us/SpecialEd/regulations.aspx>.

### Tier I: Core Classroom Instruction

High quality, effective and engaging Tier I instruction is delivered in the general education setting, by a general education teacher and is designed to meet the needs of all students. Tier I includes the research-based core curriculum. Curriculum is implemented and instruction is delivered as planned and intended (i.e., with fidelity), as determined through regularly scheduled monitoring of fidelity by the building principal or designee.

### Tier II: Strategic Interventions

Tier II strategic interventions will be designed and delivered primarily in the general education setting, by a general education teacher, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention. Tier II interventions are scientifically, research-based, matched to student need and implemented with fidelity and monitored by the principal or his or her designee.

Tier II interventions are provided in addition to regularly scheduled core instruction in the general education curriculum. Tier II interventions will be delivered for at least six weeks, unless progress monitoring data reveals a need for a change in intervention, frequency or duration.

### Tier III: Intensive Interventions

Tier III intensive interventions will be designed by the Sped Teacher. Primarily in the general education setting, by a general education teacher and additional staff, but is likely to be delivered in other or additional settings, or by other trained staff as appropriate to the specific intervention. Tier III intensive interventions are scientifically, research-based, matched to student need, and implemented with fidelity, as monitored by the principal or his or her designee. Tier III interventions will be in addition to regularly scheduled core instruction in the general education curriculum, and will be delivered in group settings smaller than those for intervention delivered in Tier II. Tier III intensive interventions will be described in the student's intervention plan.

These procedures are designed to permit students to move between Tiers of intervention based on the student's progress against benchmarks as determined by the *(insert title of team)*. Student intervention plans and progress monitoring and diagnostic data will be provided to the special education evaluation group at the time of referral.

Adoption Date:

Classification:

Revised Dates: **12.07; 12.11; 07.23**

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